



## CURRICULUM REVIEW TOOL CHECKLIST

# A checklist to get you started

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Here are some things you can do to get ready to review financial literacy curriculum using the Bureau of Consumer Financial Protection Curriculum Review Tool.

It may take up to three or four hours to complete a review, though some may take less time. While you can complete individual dimensions of the review at different times, it may take less time overall to complete it in one sitting.

### **CONSIDER FORMING A CURRICULUM REVIEW TEAM**

You may wish to build a team to review the curriculum together. Consider members who have experience in financial education, curriculum development, and research.

## ☐ **Step 1: Choose a curriculum to review**

These websites can help you find financial education resources:

- [clearinghouse.jumpstart.org](https://clearinghouse.jumpstart.org)
- [federalreserveeducation.gov](https://federalreserveeducation.gov)
- [mymoney.gov](https://mymoney.gov)

## ☐ **Step 2: Gather materials for each curriculum**

For each curriculum you review, you'll need:

- Scope and sequence
- Plans for each lesson with objectives, activities, supporting materials (such as student handouts), and directions for teachers
- Student assessments
- Guidance for teachers (suggestions for tailoring lessons, additional resources, glossaries)

## □ Step 3: Find a study on the effects of the curriculum

There are several ways to find independent studies that are designed, carried out, and explained well.

- Check the curriculum provider's website.
- Do an online search to find the curriculum name and terms like "effects," "impacts," or "evaluation."
- Visit What Works Clearinghouse at [whatworks.ed.gov](https://whatworks.ed.gov) to find high-quality studies on financial education.

### 💡 TIPS WHEN SEARCHING FOR STUDIES

- Anecdotes, like a teacher's story of how well some students responded to the curriculum, are not studies.
- Stand-alone statistics, such as pre- and post-test scores, are generally not considered studies. Without information about the treatment, samples, methods, and analysis, they don't provide the context for determining whether the curriculum or some other factor caused the findings.